



School of Education and Professional Studies
CENTRAL CONNECTICUT STATE UNIVERSITY

Educational Technology Certification EDT ### Certification Skill Base

EDT Educational Technology Certification: Skill Base
Fridays, 11:00 – 1:50 PM., Room 302 HB

Course Identification

Course Title: Educational Technology Certification: Skill Base
Course Number: TBD
School: Central Connecticut State University
Number of Credits: 3
Number of Contact Hours: 3

Prerequisites

This course is one in a series working towards a Certificate in Educational Technology. Students should have taken the following courses prior to this:

- ☐ Admission into the Educational Technology Certificate Program
- ☐ EDT ### Instructional Design with a grade of C or better
- ☐ EDT ### Production I with a grade of C or better

Certification Timeline

	Spring Year 1	Summer Year 1	August Year 1	You are here Fall Year 1	Winter Year 1	Spring Year 2	Summer Year 2
Title	Pretest	Design	Production	Skill Base	Production	Production	Specialty
Purpose	Students can pass pretest or take online course to cover all prerequisites	Students will learn Instructional Design Planning		Students will learn online learning and 5 methods of production including: text, graphics, audio, video and animation as well as assessment		The period between summer and fall (August), the winter term and the spring students will be involved in social networking and personal learning networks. Student's mentor will guide student through these periods via online chats and open labs. Mentor will be reviewing students ID Plan for a personal project. In Spring student will build the personal project using tools learned in Production I.	Students will be exposed to emerging educational technologies that they can integrate into their curriculum without development efforts. Guest speakers. Final project will be a showcase of student work.
Credits	0	3		3		3	3
Product		ID Plan for personal project, Level 1 flowchart, Level 2 flowchart	Active participation with mentor through social network and on design plan and Level 1 flowchart for personal project	Sample projects: text, graphics, audio, video, animation, assessment in a website for delivery	Active participation with mentor through social network and PLN. Embed media in ID Plan	Fully working online instructional unit with text, graphics, audio, video, animation and assessment delivered via a website as an LMS	Presentation. Lesson plan with integrated technologies.

Instructors

Name: Elizabeth Brown and Jessica Leger

Office: Barnard 302

E-mail: Brown@CCSU.edu and J.Leger@ccsu.edu

Office Hours for Elizabeth Brown:

- Monday 10-11:30 AM (in person and online chat) and 6:50-7:20 PM
- Tuesday 10:45-12:15 PM
- Wednesday 10:45-11:45 AM
- Thursday 6:50-7:20 PM
- by appointment.

Office Hours for Jessica Leger:

- by appointment only

Brief Bio of Faculty:

Elizabeth Brown graduated from Providence College with a BS in computer science and concentration in business. She worked as a systems and financial auditor, software developer, project manager and project director in many industries including consulting, consumer products, finance, healthcare, higher education, manufacturing, telecommunications, and transportation. For many years, Mrs. Brown was a stay-at-home mother of four boys while also running her own crafts product and training business, teaching toddler and pre-school classes and consulting in educational technology. Ms. Brown became an adjunct faculty member at CCSU in 2011. Ms. Brown completed her masters in Educational Technology in 2012.

Jessica Leger graduated from Central Connecticut State University with a BS in Elementary Education with a concentration in Mathematics in 2004. She has also earned a Masters Degree in Educational Technology from Central Connecticut State University in May of 2011. She has worked as a full time Elementary Educator in Bloomfield, CT for seven years. Ms. Leger also became an adjunct faculty at CCSU in 2011. Ms. Leger has worked with both Undergraduate Students and Graduate Students to learn to effectively integrate technology into their teaching.

Course Description

This course is designed for students to become immersed in six different mediums that are used in effective learning systems. The students are learning the skills needed to produce effective audio, text, graphic, video, animation and assessment tools. They will learn how to use each medium, have a chance to create their own sample of each and will then embed each tool onto a simple LMS. Students will begin to think about how each of these mediums can and will be used within their personal projects.

Specific Learner Outcome Objectives

- Identify, understand and apply tools to create instructional product
- Identify, understand and apply tools to create a Learning Management System
- Produce relevant learning experiences with digital tools and resources that implement the instructional design process
- Identify tools to develop and/or provide instruction
- Includes: Audio, Video, Graphics, Animation, Text and Assessment
- Evaluate effectiveness of tools for instruction
- Understand and apply tools for instruction including: Audio, Video, Graphics, Animation, Text and Assessment
- Identify, understand and apply assessment tools
- Design, production, evaluation of effective instruction materials using technology.

Linkage to Other Courses

This is the skills based course where students are given the theory and practice in creating effective mediums that allow students to learn. Students will use each medium to create a learning device. The design principles will be an integral part of each piece of content the students create and they will need to make sure that their medium reflects effective design. As students become comfortable with each medium they will continue to change and reflect on aspects of their personal projects and ID plans.

Course Content

Topical areas of study will include:

- Tools that are available to create effective instructional products
- Looking at different tools for learning including: Audio, Video, Graphics, Animation, Text and Assessment
- Production of a Learning Management System

Course Strategies

This course will be taught traditionally with lectures and demonstrations. Students will have an opportunity to learn how to use various tools and will then be required to do an assignment to show they understand how to effectively use the tool in a learning environment. Students will have lab time to complete projects and have the ability to work with their instructor during the process. Completed projects will be shared with the class to allow for reflection.

Required Texts, Resources and Supplies

There is no textbook for this course. There will be readings and resources that will be provided electronically via the Edmodo social network and the user's PLN.

Students are required to:

- have regular access to the internet and their email
- have a USB Flash Drive 1 Gigabyte or higher
- have a valid CCSU email account

The CCSU Graduate Lab will be available throughout the course during class times and prearranged times as agreed upon with the instructor.

Most of the software applications used in this class can be used during in class lab time, downloaded as free trials to a home PC or Mac, or accessed in University computer labs such as the Marcus White Lab. For complete information about the Marcus White computer lab please see the CCSU website at <http://www.ccsu.edu/page.cfm?p=1725>.

A Learning Management System and a class social network will be available to host materials and links to resources required for the class.

Course Policies

Timeliness: All projects and assignments must be turned in on the due dates. In class assignments must be turned in at the beginning of class. Failure to hand in an assignment by the end of class on the due date will result in a 10% drop in project grade. For every additional day the assignment is late the grade will drop an additional 5%. No new work or revisions will be accepted after the *final class, the week before finals*.

Attendance: Each class will include lecture time where students will learn a new tool and the appropriate applications as well as lab time to work. All class meetings are considered mandatory, including the first week of class and finals week.

Snow Days: In the event that CCSU closes the school due to snow the instructor will contact you via CCSU email that morning with instructions.

Interaction/participation: Students are expected to be active participants in the class.

Student Behavior Statement

Students should always conduct themselves in a respectful manner. No conduct will be tolerated that might endanger or threaten anyone in the class. **Disruptive behavior, substance abuse, downgrading or disparaging remarks, and any other behavior that shows a lack of respect for the instructor or other students, will not be tolerated** at the instructor's discretion, a student causing problems may be asked to leave the class for the session.

Student behavior is also judged according to how you use the technology and how you maintain a professional environment.

Academic Honesty Statement

The College is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement.

Cheating on projects, or other academic works is a violation of CCSU rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior.

Copyright Statement

Students shall adhere to the laws governing the use of copyrighted materials. They must ensure that their activities comply with fair use and in no way infringe on the copyright or other proprietary rights of others and that the materials used and developed at CCSU contain nothing unlawful, unethical, or libelous, and do not constitute any violation of any right of privacy.

Disability Statement

CCSU seeks to provide effective services and accommodations for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.

Course Grading

Grading criteria are as follows:

A	100 - 93
A-	92 - 90
B+	89 - 87
B	86 - 83
B-	82 - 80
C+	79 - 77
C	76 - 73
C-	72 - 70
D+	69 - 67
D	66 - 63
D-	62 - 60
F	59 - 0

Please see rubrics for each project within the syllabus and posted to Edmodo.

Students demonstrating a transformative or highly proficient grasp of the design principles taught in the course will receive an A for the course.

Students who demonstrate a proficient understanding of the design principles will receive a B for the course.

Students who demonstrate a beginning or developing understanding of the principles taught in the class will receive a C for the course.

Students who do not demonstrate any of the above levels of understanding will be asked to retake the course the following year and can continue the certificate program once this is completed. Incompletes will not be given. The certification allows only two grades of C.

Course Rubric

Performance Indicator	Beginning 1	Developing 2	Proficient 3	Transformative 4
Identify, understand and apply tools to create instructional product	identify the tools that can be used to create instructional products	identify and give a sample of how a tool is used to create instructional products	facilitate a discussion explaining the effectiveness of a tool to create an instructional product	evaluate which tool will allow for the creation of a stronger instructional product
Identify, understand and apply tools to create a Learning Management System	identify the tools that can be used to create a Learning Management System	identify and give a sample of how a specific tool can create an effective Learning Management System	facilitate a discussion explaining the effectiveness of a tool to create a Learning Management System	evaluate which tool will allow for the creation of a stronger Learning Management System
Produce relevant learning experiences with digital tools and resources that implement the instructional design process	produces irrelevant learning experiences. Instructional design process in missing.	produces some relevant learning experiences with few digital tools and resources. Instructional design process is unclear	produces relevant learning experiences with digital tools and resources. Instructional design process is unclear	produces relevant learning experiences with digital tools and resources and effectively implements the instructional design process
Identify tools to develop and/or provide instruction Includes: Audio, Video, Graphics, Animation, Text and Assessment	Does not identify effective tools to develop and/or provide instruction for any of the areas.	Identifies effective tools to develop and/or provide instruction for few areas.	Identifies effective tools to develop and/or provide instruction for most areas.	Identifies effective tools to develop and/or provide instruction for all areas
Evaluate effectiveness of tools for instruction	Is unable to evaluate each tools effectiveness.	Evaluates some of the tools effectiveness.	Evaluates each tools effectiveness	Evaluates each tool and reflects on its use in learning
Understand and apply tools for instruction Includes: Audio, Video, Graphics, Animation, Text and Assessment	Is unable to understand and apply tools for instruction in any of the areas.	Understands and applies tools for instruction in only a few areas.	Understands and applies tools for instruction in most areas.	Understands and applies tools for instruction in every area.
Identify, understand and apply assessment tools	Is struggling to identify and understand how to apply assessment tools.	Identifies and understands how to apply a few of the assessment tools.	Identifies and understands how to apply most assessment tools.	Identifies, understands and applies each assessment tool.
Design, production, evaluation of effective instruction materials using technology.	Has difficulty designing, producing and evaluating effective instructional materials using technology.	Design and produces ineffective instructional materials using technology. Does not see connection to effective learning.	Is able to design and produce effective instructional materials using technology. Has difficulty evaluating effectiveness of learning.	Is able to design, produce and evaluate effective instructional materials using technology

Projects and Assignments

Projects and assignments for this class are described briefly below. For a complete description of each project please see the class Edmodo.

Mini Project for Each Medium: Students will create a sample after learning and exploring each medium. Each sample will be graded for effectiveness. Students will have lab time to complete each project. If further time is needed, projects may need to be completed outside of lab time.

Learning Management System: Students will be required to create an Online Learning Management System using [Weebly](#) website builder to host their mini projects. Students will create effective Audio, Video, Graphic, Animation, Text and Assessment mediums that will be used within their Learning Management System.

Social Network: Students will be required to actively participate in the social network. They will be assigned readings by instructors and will need to comment on the readings using guided questions. Students will be encouraged to post their own topics to the social network and actively respond to their peers.

Assignment/Project	Points
Learning Management System	5%
Social Network/Class Participation	5%
Audio Project	15%
Video Project	15%
Graphic Project	15%
Animation Project	15%
Text Project	15%
Assessment Project	15%
Total Possible	100%

Course Outline, Calendar and Assignments Due

Session	Focus	Class Activity	Assignment Due
Session 1	<ul style="list-style-type: none"> Course Intro Edmodo Review LMS – What is the benefit? Begin LMS 	<ul style="list-style-type: none"> Sign up at www.weebly.com and begin creating LMS 	None
Session 2	<ul style="list-style-type: none"> Review LMS Explore Type Features 	<ul style="list-style-type: none"> Creating basic LMS content Lecture: Type Features Demonstration: Google Docs and Newsletter 	<ul style="list-style-type: none"> Email instructor your LMS website address View Effective Newsletters posted via Edmodo
Session 3	<ul style="list-style-type: none"> Copyright and Fair Use Lab – Complete Newsletter 	<ul style="list-style-type: none"> Lecture: Copyright and Fair Use Lab time - Newsletter 	<ul style="list-style-type: none"> Completed Newsletter – Share via Google Docs
Session 4	<ul style="list-style-type: none"> Graphics 	<ul style="list-style-type: none"> Lecture: Effective use of Graphic Skills Demonstration: Image Enhancement 	<ul style="list-style-type: none"> Reading and Response via Edmodo
Session 5	<ul style="list-style-type: none"> Graphics 	<ul style="list-style-type: none"> Demonstration: Continue Photoshop Skills Lab – Photoshop Project 	<ul style="list-style-type: none"> Reading and Response via Edmodo
Session 6	<ul style="list-style-type: none"> Audio 	<ul style="list-style-type: none"> Lecture: Effective Audio Recording – 4 C's and Strategies – Discuss Effectiveness Demonstration: Garageband 	<ul style="list-style-type: none"> Photoshop/Graphic Project Listen to effective and ineffective audio recordings via Edmodo
Session 7	<ul style="list-style-type: none"> Audio 	<ul style="list-style-type: none"> Demonstration: Use student recordings in Garageband to make a solid phone call Lab – Audio recordings 	<ul style="list-style-type: none"> Two minute recording – Child calls to ask to go out

Session	Focus	Class Activity	Assignment Due
Session 8	<ul style="list-style-type: none"> Animation 	<ul style="list-style-type: none"> Lecture: Why use animation rather than a video? Demonstration: Animation tool 	<ul style="list-style-type: none"> Two Minute Audio Recording Project – Parent/Teacher Phone Call
Session 9	<ul style="list-style-type: none"> Animation 	<ul style="list-style-type: none"> Lab – Animation Project 	<ul style="list-style-type: none"> Animation Project
Session 10	<ul style="list-style-type: none"> Video 	<ul style="list-style-type: none"> Lecture: Media Literacy and Effectiveness / Video Recording Tips Demonstration: Effective and Ineffective Video 	<ul style="list-style-type: none"> Reading and respond via Edmodo
Session 11	<ul style="list-style-type: none"> Video 	<ul style="list-style-type: none"> Demonstration: Use 3 min recording to make a solid recording with stills and effective audio 	<ul style="list-style-type: none"> 3 Min Head Recording to Teach a Skill
Session 12	<ul style="list-style-type: none"> Video 	<ul style="list-style-type: none"> Lab – Video Project/Creating a 5 min video to teach a skill 	<ul style="list-style-type: none"> 3-5 min talking head recording teaching a skill
Session 13	<ul style="list-style-type: none"> Assessment 	<ul style="list-style-type: none"> Lecture: Summative VS Formative Assessment/What is effective Assessment? Data uses Demonstration: Google Forms 	<ul style="list-style-type: none"> List of ten questions for an assessment. 5 open ended, 5 multiple choice
Session 14	<ul style="list-style-type: none"> LMS Lab 	<ul style="list-style-type: none"> Demonstration: How to embed and link all projects to a LMS 	<ul style="list-style-type: none"> LMS completed with all projects embedded
Session 15	<ul style="list-style-type: none"> Lab 	<ul style="list-style-type: none"> Students are given time to complete any incomplete work 	<ul style="list-style-type: none"> LMS completed with all projects embedded

The above course schedule and procedures in this course are subject to change in the event of extenuating circumstances as determined by the instructor.